



**Second Meeting
2004 Interim
August 9 & 10, 2004**

**LCR 1 & 2
State Capitol Building
Pierre, South Dakota**

Monday, August 9, 2004

The second meeting of the interim Public University Curricula Study Committee was called to order by Chair Representative Jean Hunhoff at 9:10 a.m. (CT), August 9, 2004, in LCR 1 and 2 of the State Capitol, Pierre, South Dakota.

A quorum was determined with the following members answering the roll call: Senators Jerry Apa, Robert Duxbury, Marguerite Kleven, and Clarence Kooistra; and Representatives Stanford Adelstein, Rebekah Craddock, Cooper Garnos, Jean Hunhoff, Alice McCoy, Ben Nesselhuf, Thomas Van Norman, and Ron Williamson. Representative Hal Wick was excused.

Staff members present included Annie Mehlhaff, Principal Fiscal Analyst, and Teri Retrum, Senior Legislative Secretary.

(**NOTE:** For sake of continuity, the following minutes are not necessarily in chronological order. Also, all referenced documents are on file with the Master Minutes.)

Remarks from the Vice Chair

Vice Chair Marguerite Kleven noted upcoming Higher Education Forums to be held in Rapid City on August 27 and Sioux Falls on August 31. She said that she received an invitation but that those committee members who did not receive an invitation also are invited to attend; however, they should notify the Board of Regents in advance, if possible. She said that the forums will address goals and visions for education in South Dakota.

Approval of Minutes

SENATOR DUXBURY MOVED, SECONDED BY SENATOR KLEVEN, THAT THE MINUTES OF THE JUNE 21, 2004, MEETING BE APPROVED. The motion prevailed unanimously on a voice vote.

Review of Teacher Certification Standards and Procedures

Association of Colleges of Teachers of Education

Dr. Tom Hawley, Dean, Dakota State University, distributed written copies of his testimony (**Document #1**). Dr. Hawley said that the South Dakota Association of Colleges for Teacher Education works closely with the South Dakota Education Association (SDEA) and other school organizations to make sure that administrative rules governing teacher preparation are

meeting the requirements of No Child Left Behind (NCLB). The association also recommends what constitutes a passing score on the state's teacher certification test and works with the South Dakota Department of Education and the Board of Regents on the Teacher Quality Enhancement project titled "Every Teacher." The association supports the Midwest Alliance for Professional LEarning and LEadership (MAPLE) professional development activities, which are developed in concert with other South Dakota education organizations. Dr. Hawley said that the association is working together with education organizations to infuse national standards into the state's standards.

Dr. Hawley listed the following as objectives of the association:

- To serve as an effective advocate for teacher education institutions in South Dakota on matters of policy related to teacher education;
- To promote collaboration among all teacher education programs and constituents to improve teacher education in South Dakota; and
- To provide staff development, research, and reflective practice for professional school personnel in South Dakota.

Dr. Hawley said that knowledge, skills, and disposition are three important qualities needed to be a good teacher. He said that teacher standards should be performance driven. Dr. Hawley said that distance education has enabled more teachers to take professional development courses.

Senator Jerry Apa asked if the state automatically follows national standards.

Dr. Hawley said that the state does try to tailor national standards to South Dakota's circumstances.

Representative Ron Williamson asked how the state can attract more people into the teaching profession.

Dr. Hawley said that college professors need to identify talented students and to recruit them into the teaching profession. He said that fifty percent of the teachers will be retiring in the next ten years.

Senator Robert Duxbury asked where class size reduction fits into the equation.

Dr. Hawley responded that the association is a voluntary organization and does not get involved with that policy decision.

Responding to **Senator Clarence Kooistra**, Dr. Hawley said that the student teaching element involves the following four steps:

1. Observing a teacher in a classroom;
2. Working with other education students in small groups on education concerns;

3. Spending about three weeks in a classroom; and
4. Teaching in a classroom.

Dr. Hawley said that he is very much in favor of mentoring programs. He said that school principals and superintendents need to play a key role in terms of mentoring and supporting beginning teachers.

Responding to questions posed by **Representative Stanford Adelstein** concerning the South Dakota Reads program, Dr. Hawley said that a good teacher is a person who improves education. He said that there are teachers who have not been exposed to new reading techniques.

Representative Rebekah Craddock asked what will be done for students enrolled in education classes who do not pass the required education exam and questioned how their higher education dollars would be redeemed.

Dr. Hawley said that students entering the education field will be prepared to take the exam. Also, there is no limit to how many times the test can be taken.

Senator Apa asked if the South Dakota Reads program will eventually be discontinued.

Dr. Hawley responded that he assumes that eventually the South Dakota Reads program will be phased out.

Associated School Boards of South Dakota (ASBSD)

Dr. Hank Kusters, Assistant Executive Director, Associated School Boards of South Dakota, distributed copies of a status report as of July 28, 2004, from the South Dakota Teacher Placement Center (**Document #2**) and a booklet titled "South Dakota Teacher Placement Center (SDTPC) Information Booklet" (**Document #3**). Dr. Kusters said that there is no cost to teachers to be part of the SDTPC; schools bear the cost of placement service.

Rounding the figures, Dr. Kusters cited the following age comparisons and proportions for teachers in South Dakota:

- 15 percent are age 20 – 30;
- 34 percent are age 31 – 40;
- 31 percent are age 41 – 50; and
- 30 percent are age 50 – over.

Representative Williamson questioned whether South Dakota is just training new teachers to teach out of state. Dr. Kusters said that it is true that teachers trained in South Dakota are in demand across the nation.

Responding to Chair Jean Hunhoff who posed questions concerning school boards, Dr. Kusters said that school boards are legislative bodies; they have the power and the money. He said that an allowable class size is determined by the school board. Dr. Kusters said that

ASBSD provides in-service programs and workshops for its members. He said that there are also education opportunities at the ASBSD annual convention.

South Dakota Home School Standards

Ms. Melody Schopp, Department of Education, distributed copies of a booklet concerning home school standards (**Document #4**). Reading from the document, Ms. Schopp provided an overview of parent responsibilities, school district responsibilities, and the Department of Education responsibilities regarding home school (alternative education). The booklet included South Dakota laws governing alternative instruction, a public school exemption form, testing statistics, and articles concerning alternative instruction.

Responding to **Representative Ben Nesselhuf**, Ms. Schopp said that home schools are not affected by the NCLB requirements.

Senator Duxbury asked who monitors the tests taken by home schooled children.

Ms. Schopp said that the parents monitor the test-taking.

Midwest Alliance for Professional LEarning and LEadership (MAPLE)

Dr. James Parry, Director of MAPLE, distributed copies of "Every Teacher Model of the Professional Teacher" (**Document #5**) and copies of his PowerPoint presentation (**Document #6**).

Dr. Parry said that MAPLE is comprised of educators and education organizations focused on professional development for teaching, learning, and leadership. He said that MAPLE is a tool or mechanism to work in the background with all organizations.

He said that the alliance has developed a model of the professional teacher. Dr. Parry said that teacher mentoring has been extremely well received.

The committee recessed at 12:00 noon and reconvened at 1:10 p.m.

Review of Teacher Certification Standards and Procedures (Continued)

Ms. Schopp distributed copies of her PowerPoint presentation (**Document #7**). Ms. Schopp said that paraprofessional certification is something new to meet the requirements of NCLB.

Ms. Schopp said that all Title 1 paraprofessionals must have a secondary school diploma or its recognized equivalent, and new paraprofessionals hired after January 8, 2002, and working in a program supported with Title 1, Part A funds must have:

- Completed 48 hours of study at an institution of higher education; should a paraprofessional decide to pursue a teaching degree, these 48 credit hours can be transferred to any South Dakota University education program; or

- An associate degree; or
- Successfully completed a rigorous state exam. The Para Pro Test was created by Educational Testing Services and validated by South Dakota evaluators. A passing score of 461 is required. The test fee is \$40.

Paraprofessionals hired on or before January 8, 2002, and working in a program supported with Title 1, Part A funds must meet the requirements by January 8, 2006. Individuals who work in food services, playground supervision, non-instructional computer assistance, etc., are not considered paraprofessionals under Title 1, Part A. Ms. Schopp said that the requirements are consistent throughout South Dakota; however, the requirements do not apply if a district does not receive Title 1 funds. Also, if a district receives Title 1 funds, but a school in that district does not receive Title funds, the paraprofessional requirements do not apply in that particular school.

Responding to Senator Apa, Ms. Schopp said that nothing precludes paraprofessionals from doing other tasks as assigned, such as playground supervision or lunch room duty.

Representative Williamson asked where the paraprofessional fits into school hierarchy.

Ms. Schopp responded that a person must be certified as a paraprofessional if that person provides any type of classroom instruction.

At the request of Vice Chair Kleven, Ms. Schopp distributed copies of Article 24:15—Certification, and Article 24-16—Teacher Preparation Program Approval (**Documents #8 and #9, respectfully**).

School Administrators of South Dakota (SASD)

Ms. Christie Johnson, Executive Director, testified that it is becoming more difficult to hire people to come into the smaller school districts and to retain them after they are hired; even higher populated areas are having trouble filling some of the school positions. To replace teachers nationwide who have left the profession would cost approximately \$2.6 billion. She said that SASD is very pleased with how well trained teachers are in South Dakota but are concerned about how to attract more quality young people to the teaching field. Administrators also try to identify teachers with leadership skills to enter the administrative areas.

Representative Williamson asked about higher salary increases going to longer-working teachers, and leaving the beginning teachers with minimal increases, if any.

Ms. Johnson said that teacher salaries are under local control.

Ms. Johnson said that all school administrators want to provide the best education to all South Dakota students.

The committee recessed at 2:40 p.m. and reconvened at 9:10 a.m. on August 10, 2004.

Tuesday, August 10, 2004

Stating that he wanted his comment to appear in the minutes, Senator Apa said that he is bothered when people sign up for summer committees and do not attend the meetings.

At the request of Chair Hunhoff, Ms. Mehlhaff said that letters were sent to tribal colleges and universities, private colleges and universities, technical schools, and the Alternative Instruction Association of South Dakota requesting information concerning teacher and paraprofessional training programs. Ms. Mehlhaff reported that no responses were received. Also, Ms. Mehlhaff said that press releases outlining details of each meeting are sent to fifty-two news outlets in South Dakota.

Public Testimony

Mr. Mark DeVries, Belvidere, South Dakota, distributed copies of a response from Dr. James Trimble, President of the Alternative Instruction Association (AIA) of South Dakota, regarding the questions asked in the aforementioned letter (**Document #10**).

Mr. DeVries said that forms for parents to fill out to exempt their child from public school are available on-line and also should be available at the local school district. He said that the alternative school in Belvidere used another nationally-recognized test this year instead of the SAT10 (Scholastic Aptitude Test).

Mr. DeVries said that he appreciated the opportunity to take a speech class from Northern State University through the Electronic University Consortium (EUC). He said that option was very helpful to him; however, the public universities in South Dakota will accept only a certain number of credits from distance learning courses.

Responding to questions posed by Representative Craddock, Mr. DeVries said that AIA is not considering NCLB as a component of their instruction. He said that he is not aware of any home schooled children having any problems entering the public school system.

In response to **Representative Cooper Garnos**, Mr. DeVries said that all of the students have Internet access at home. The school has focused on core curricula, in particular, reading and the critical thinking process. He said that the school has been in existence for twenty years and has an extensive curriculum and good access to the public library. Mr. DeVries listed one-on-one time with a teacher and the bonding of all the children as two benefits to attending the school.

Senator Kooistra asked who pays for the scoring of the achievement test. Mr. DeVries said that the cost is incurred by the student's family, except for the SAT10.

Senator Kooistra said that he believes that all children in South Dakota deserve a quality education and that he believes that all children should be taught by a certified highly qualified teacher and asked Mr. DeVries to comment. Mr. DeVries said that the only way he could answer would be to "look at students and how they come out of that home school. We do not see where they are hurt in any way." He said that there is a basic philosophical difference. Mr. DeVries said that the state should provide access to quality education; however, he believes that a child is the parents' responsibility first and some parents take on the education responsibility themselves.

Responding to Senator Apa, Mr. DeVries said that he is not aware of any student from his school that has failed after entering public high school.

Senator Apa said that he believes that the Board of Regents deliberately wrote the specifications for the new opportunity scholarship to exclude home schoolers. He said that the Legislature should revisit the issue this session.

Representative Alice McCoy said that she was told by the Board of Regents that alternative school students usually go on to public high school, at which point they would be eligible for the scholarship.

Ms. Donna DeKraai, South Dakota Education Association (SDEA), read from a position paper titled "What Teachers Need from Universities to Support Implementation of No Child Left Behind" which was presented at the 2004 AACTE Annual Meeting held in Chicago, Illinois, on February 7–10, 2004 (**Document #11**).

Ms. DeKraai said that 85 percent of the teachers in South Dakota were identified as highly qualified. The remaining 15 percent were teachers teaching outside their content area and were quite often teaching in small school districts or in rural areas.

Ms. DeKraai said that beginning teachers need to know that NCLB will affect them and that accountability is a major component of NCLB. She said that South Dakota has taken strong steps toward complying with NCLB. Ms. DeKraai said that the teaching universities in South Dakota are excellent in teaching content and methodology; however, she said that one educational tool that cannot be taught in a university classroom is classroom management, which is why it is crucial to have an on-going mentoring program.

Representative Cradduck asked if the psychology and philosophy of reading have changed that much that teachers have to be taught how to teach reading.

Ms. DeKraai said that NCLB requires that the state have a reading program, and South Dakota chose South Dakota Reads as that program. She said that, ultimately, there has to be a guideline that gives all teachers a starting point—South Dakota Reads is such an approach. Ms. DeKraai said that schools should be teaching reading from kindergarten through twelfth grade.

Representative Cradduck asked if the South Dakota Reads program can be incorporated into education instruction in colleges. Ms. DeKraai said that universities have done that; however, eventually all teachers will have completed the program.

Chair Hunhoff asked: "What is needed to adequately train a teacher? Will you need more credits to graduate?"

Ms. DeKraai responded that an education program could be extended; however, the cost of such an extension would have to be evaluated.

Representative Thomas Van Norman said that there is an on-going educational process in the legal and medical fields, so he is not surprised that the same process would happen in education. He asked Ms. DeKraai for her thoughts on some kind of continuum for the reading process in order to "keep on top of things."

Ms. DeKraai said that each teacher in South Dakota must complete six credits every five years to maintain certification. She said that teachers are constantly provided the opportunity to continue development.

Representative Adelstein asked who pays for continuing education. Ms. DeKraai said that the teacher pays for continuing education, which is about \$100 per credit.

Representative Adelstein said that perhaps the state should be obligated to make these funds for continuing education available through universities to train teachers, since the state has the responsibility to educate children in South Dakota.

Ms. DeKraai said that South Dakota teachers are the lowest paid in the nation and that some are leaving the teaching profession because it would not pay for them to take extra courses.

Representative Garnos said that there is money available through Title 1 for continuing education and that some school districts have stipend funds to pay for on-going education. He said that maybe the state should come up with money to pay for continuing education.

Responding to Senator Apa, Ms. DeKraai said that a teacher is required to have fifteen continuing education credits before most school districts will consider extra pay. She said that teachers sign a contract for 180 days but work additional days for no pay.

Representative Van Norman read the following remarks made by **Dr. Wayne Evans** concerning positive elements that can be achieved on the state's reservations: Dr. Evans made the remarks at the Legislature's September 29 and 30, 2003, interim State-Tribal Relations Committee:

- Dialogue among the community, parents, and children;
- Legislative support for the State Office of Tribal Government Relations with resources and personnel;

- Form a Blue Ribbon Panel to “take a critical look at education on the reservations”—open discussion with all involved;
- Need to energize the people “from the bottom up”;
- Think as a whole and think globally, not just educationally but economically as well;
- Implement a Civilian Conservation Corps-type program in reservation areas to provide jobs with living wages and to improve the economy and reduce welfare; the alternatives are very costly—jails, prisons, treatment centers;
- Create an Indian Education Office;
- Recruit and train Indian teachers to teach in public schools; and
- Establish a Native American scholarship fund.

Representative Van Norman said that **Dr. Jeffrey Henderson** stated that economic development is the key to the success of people living on reservations.

Representative Van Norman further refreshed committee members on comments regarding teacher salaries made by **Dr. Robert Whitehead** at the committee's June 21 meeting, wherein Dr. Whitehead said that it would depend on how much authority the Legislature would want to “wrest away from the local school districts,” because the local school district sets teacher salaries for that district.

Representative Van Norman said that perhaps the state should request matching funds for continuing education for its teachers and suggested that the committee authorize writing a letter to South Dakota's congressional delegation requesting additional money to meet the requirements of NCLB and for continuing education for teachers.

Representative Van Norman noted that Dr. Rick Melmer should be invited to the committee's discussion.

Representative Van Norman said that he supports scholarships for Native American teachers. He also said that he voted against the Hagen Scholarship Fund because it was based on academics and not financial need. Representative Van Norman said that Senator Hagen told him that he wanted the scholarships to be based on financial need. Representative Van Norman said that the Legislature needs to address all areas of and types of scholarships.

Chair Hunhoff informed the committee that a letter was sent to all tribal colleges and universities requesting their input on a wide array of education questions but that none responded.

Vice Chair Kleven said that the committee should revisit the correspondence issue with those who were invited to provide input.

Representative Van Norman said that, in order to build trust, perhaps the committee should place a personal phone call to invite the tribes to participate.

Chair Hunhoff said that she would place those calls.

Senator Kooistra said that he would also appreciate receiving the responses from the tribes.

Representative Adelstein expressed his opinion that the Legislature should revisit the law passed in 1992 which designated that classes in information systems be limited to Dakota State University. He said that law has prevented Black Hills State University from offering those types of classes in their business program.

Senator Apa said Dr. Tad Perry, Executive Director of the Board of Regents, should be invited to that discussion.

With the consensus of the committee, Chair Hunhoff declared that the committee would add this topic to its next meeting's agenda.

To address other requests, Chair Hunhoff also said that the four deans and two associate deans of education at the various schools of education will be invited to discuss collaborative efforts among the schools. Chair Hunhoff also said that the Department of Education will be asked to provide market data regarding newly graduated teachers.

Representative Adelstein said that he would like to follow-up on the Native American issues, such as reviewing what public universities are doing to get graduating teachers to teach on the reservations. Senator Kooistra agreed. Representative Cradduck said that the committee needs to explore incentives for recruiting teachers to teach in needy areas.

Committee Action

REPRESENTATIVE CRADDUCK MOVED, SECONDED BY REPRESENTATIVE VAN NORMAN, THAT THE COMMITTEE WRITE A LETTER TO SOUTH DAKOTA'S CONGRESSIONAL DELEGATION TO REQUEST FEDERAL FUNDS TO FUND THE MANDATES IN NO CHILD LEFT BEHIND AND TO ASSIST THE STATE'S TEACHERS IN BECOMING HIGHLY QUALIFIED.

Discussion on the motion ensued. Senator Kooistra said that perhaps a resolution would be a better means of dealing with the issue. Representative Cradduck said that she wants the federal government on notice in the event that there will be a grant program in which the federal government will underwrite some of the costs of NCLB. Representative Van Norman suggested that a letter and a resolution be sent to the congressional delegation.

Representative Cradduck and Representative Van Norman agreed to **INCLUDE IN THE MOTION THAT A RESOLUTION ALSO BE SENT TO THE CONGRESSIONAL DELEGATION.**

THE MOTION PREVAILED ON A ROLL CALL VOTE WITH 5 VOTING AYE, 4 VOTING NAY, AND 4 EXCUSED. Those voting AYE: Adelstein, Cradduck, Garnos, McCoy, and Van Norman. Those voting NAY: Apa, Kleven, Kooistra, and Hunhoff. Those EXCUSED: Duxbury, Nesselhuf, Wick, and Williamson.

SENATOR APA MOVED, SECONDED BY REPRESENTATIVE ADELSTEIN, THAT THE COMMITTEE WRITE A LETTER TO DR. TAD PERRY, EXECUTIVE DIRECTOR OF THE BOARD OF REGENTS, TO DISCUSS SDCL 13-59-1 AND SDCL 13-59-2.2 REGARDING PURPOSES OF EDUCATION SCHOOLS AND THE DEGREES AUTHORIZED BY THE BOARD OF REGENTS. THE MOTION PREVAILED UNANIMOUSLY ON A ROLL CALL VOTE WITH 9 VOTING AYE, 0 VOTING NAY, AND 4 EXCUSED. Those voting AYE: Apa, Kleven, Kooistra, Adelstein, Cradduck, Garnos, McCoy, Van Norman, and Hunhoff. Those EXCUSED: Duxbury, Nesselhuf, Wick, and Williamson.

Meeting Dates

The committee set September 20, 2004, as its next meeting day. Vice Chair Kleven requested that committee members bring any proposed legislation to this meeting.

Adjournment

REPRESENTATIVE ADELSTEIN MOVED, SECONDED BY REPRESENTATIVE MC COY, THAT THE COMMITTEE ADJOURN. The motion prevailed unanimously on a voice vote.

The meeting adjourned at 11:20 a.m.



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